DOCUMENT RESUME

ED 316 286 JC 900 147

TITLE	Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
INSTITUTION	North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Dept. of Public Education, Raleigh.
PUB DATE	90
NOTE	34p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrative Policy; *Articulation (Education); *College School Cooperation; Community Colleges; *Educational Legislation; High Schools; Policy Formation; Program Descriptions; Program Guides; *Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS	*North Carolina

ABSTRACT

Prepared as a guide to assist local educational agencies and community colleges in North Carolina in developing articulation arrangements, this handbook contains program descriptions, departmental policies regarding coordinated programming, descriptions of eligible courses and students, the rules and regulations governing the implementation of programs, copies of required forms, descriptions of articulated program concepts, and other related materials. Section I offers a justification for high school-college articulation and describes the responses of the Federal Government, the state government, and various state and local agencies to the need for articulation. Section II explains several articulated program models, including college advancement programs, advanced vocational studies, and tech-prep programs. Section III deals with the purposes of and policies affecting cooperative programs, focusing particularly on Huskins Bill programs and dual/concurrent enrollment programs and policies governing student and course eligibility. Section IV outlines the requirements for program administration, including information on the planning process, the program approval process, and reporting stages. Section V responds to frequently asked questions regarding cooperative programs. Appendixes provide pertinent legislation, definitions, the North Carolina Administrative Code, articulation agreement forms, and exceptions for tuition and committee membership. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED316286

MANUAL
ON
COOPERATIVE PROGRAMS IN NORTH CAROLINA HIGH SCHOOLS AND COMMUNITY COLLEGES

JC 900 147

Issued jointly by

Department of Community Colleges
and
Department of Public Instruction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. Brumback
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

COOPERATIVE PROGRAMS MANUAL

TABLE OF CONTENTS

		Page
Purpose of Manual		1
SECTION I.	**The Need for Articulation**	2
	Justification for Articulation	2
	Responses to the Need	3
SECTION II.	**Articulated Program Concepts**	6
	College Advancement Programs	6
	Advanced Vocational Studies and Tech-Prep Programs	6
	Advanced Vocational Studies	8
SECTION III.	**Purposes of and Policies Affecting Cooperative Programs**	10
	Purposes of Huskins Bill Programs	10
	Purposes of Dual/Concurrent Enrollment Programs	10
	Policies Governing Huskins Bill Programs	11
	Local Agreement Requirement	11
	Student Eligibility	11
	Course Eligibility	12
	Exceptions Procedure	13
	Local Planning	14
	Policies Governing Dual/Concurrent Programs	15
	Course Eligibility	15
	Student Eligibility	15
	General Policies	15
	Policies Governing Payment of Student Costs	16
	Policies Related to the Basic Education Program	16
SECTION IV.	**Program Administration**	18
	Annual Program Planning Process	18
	Program Approval Process	18
	Reporting Requirements	19
	Exceptions Process	19
	Procedures for Payment of Student Costs	19
SECTION V.	**Questions and Answers Regarding Cooperative Programs**	20
SECTION VI.	**Appendices**	23
	Definitions	23
	Huskins Bill	25
	North Carolina Administrative Code - 2C.0305	26
	Senate Bill 44, Section 88 - Tuition Exemption	27
	Exceptions Committee Membership	28
	Local Cooperative Agreement and Request For Approval Form	29

COOPERATIVE PROGRAMS MANUAL

PURPOSE

This handbook has been prepared as a cooperative effort between the North Carolina Departments of Public Instruction and Community Colleges. Its purpose is to provide a practical guide to local educational agencies and community colleges as they establish and administer coordinated educational programs in their institutions. It contains not only descriptions of such programming, but also the policies of the departments as they relate to coordinated programming, descriptions of eligible courses and students, the rules and regulations governing the implementation of programs including the generation of FTEs/ADMs, copies of required forms, descriptions of articulated program concepts, and other important, related materials.

At the outset, it should be noted that, in spite of common usage, the Huskins Bill and dual/concurrent enrollments are not programs per se; they are vehicles to be used to facilitate the articulation of educational programs between local high schools and local community colleges. Therefore, throughout this manual these terms are used exclusively in that sense.

SECTION I. THE NEED FOR ARTICULATION

The need for the efficient articulation of educational programs in both the secondary and post-secondary schools has been clearly documented by a number of factors.

New Labor Market Demands

As North Carolina's economy grows and diversifies, many new demands are placed upon the state's education and training systems. Business and industry leaders continue to emphasize the extreme importance of assuring that the workforce possesses basic skills including communication, computation, interpersonal, problem solving, and learning skills. In addition, the transformation of many industries by the introduction of new technologies has dramatically increased the demand for workers with proficiency in a variety of technical areas. One national study indicated that 15 of the 20 fastest growing occupations in the country require education and training at the technical and community college level. Many occupations, such as automotive servicing, which were once open to high school graduates with a solid vocational background are now demanding extensive training beyond the high school level. Training for these technology intensive occupations requires a solid foundation in science, mathematics, and related subjects.

Efficient Allocation of Resources

The large amounts of funding allocated to education in North Carolina have made the need for improved coordination among the educational systems a perennial issue. As new demands are placed on the limited resources of the state by education reform efforts, such as the Basic Education Program, it is imperative that these resources be allocated as efficiently as possible, with a minimum of inappropriate duplication of effort.

Also, as the cost of equipping and maintaining an up-to-date vocational or technical laboratory or shop continues to increase, careful joint planning by local college and public school officials could stretch state and local funds by avoiding unnecessary duplication. Thoughtful curriculum revision, scheduling, and coordination are needed.

Needs of Students

As students move from one system of education to another in North Carolina, the question of what credits earned in one system will transfer to another becomes quite important. Students deserve fair treatment with regard to transfer of credit. Just as important, however, is that the state's resources not be consumed by requiring students to repeat course work unnecessarily.

This issue is most often raised in the process of transfer from one post-secondary institution to another; but it is also particularly germane to the movement of vocational students in the high schools into related vocational programs at the community or technical college. Joint efforts by both

educational systems could reduce the inappropriate loss of credit by articulating vocational programs on a competency-based mode. This model has already been tested and validated in several sites around the state; it should be employed widely throughout the state.

RESPONSES TO THE NEED FOR ARTICULATION

The need for articulation of educational programs in both secondary and post-secondary schools has been recognized on every policy level for a variety of reasons.

The Federal Response

While considering the need for legislation to encourage the development and implementation of "tech-prep" programs, the 101st Congress of the United States found, among other things, that:

(1) rapid technological advances and global economic competition demand increased levels of skilled technical education preparation and readiness on the part of youths entering the work force;

(2) effective strategies reaching beyond the boundaries of traditional schooling are necessary to provide early and sustained intervention by parents, teachers, and educational institutions in the lives of students;

(3) a combination of nontraditional school-to-work technical education programs, using state-of-the-art equipment and appropriate technologies, will reduce the dropout rate for high school students in the United States and will produce youths who are mature, responsible, and motivated to build good lives for themselves;

(4) the establishment of systematic technical education articulation agreements between secondary schools and community colleges is necessary for providing youths with skills in the liberal and practical arts and in basic academics and with the intense technical preparation necessary for finding a position in a changing workplace;

(5) by the year 2000 an estimated 15 million manufacturing jobs will require more advanced technical skills, and an equal number of service jobs will become obsolete; and

(6) more than 50 percent of jobs that are currently developing will require skills greater than those currently provided by existing educational programs. . . .

The State Response

Prior to this expressed national impetus for articulation between the secondary and post-secondary institutions, North Carolina had recognized the need for such joint efforts in the education of its citizens. The 1983 session of the N. C. General Assembly enacted legislation with profound implications for articulated programming between the community college and public school systems. Originally introduced as a local bill by Representative Jay Huskins, HB 1044, usually referred to as the "Huskins Bill," was later adopted as a general amendment to G.S. 115D, the enabling legislation for the N. C. Community College System.

Before the ratification of the Huskins Bill, articulated programming had been limited to the more restrictive requirements of the State Board of Community Colleges' Dual Enrollment Policy (NCAC 2C.0301). This policy essentially permitted individual high school students, with permission of their principals, to enroll in an existing course for adults offered by the community college. Under the provisions of the Huskins Bill, for the first time a community college was permitted to establish a section of an existing course exclusively for high school students.

State Boards' Responses

During 1988, the State Board of Education and the State Board of Community Colleges, meeting independently, each adopted a resolution which stated:

> WHEREAS, the North Carolina Public Schools and the North Carolina Community College System bear a major responsibility for providing the education and training which is necessary to equip our young people to succeed in life and in work; and
>
> WHEREAS, in pursuit of that mission, the two systems serve over 1.5 million students every year; and
>
> WHEREAS, the demands of our changing society and economy place a premium on assuring that significantly more students successfully complete high school and pursue additional postsecondary education and training; and
>
> WHEREAS, a majority of students now entering high school eventually enter the workforce and their adult lives without the benefit of postsecondary education, and far too many without the benefit of a high school diploma; and
>
> WHEREAS, effective cooperative programs between the two systems can increase the high school graduation rate, improve students' preparation for postsecondary education, and increase the college going rate in North Carolina to the benefit of the students and the state; and
>
> WHEREAS, coordinated, aggressive and thoughtful leadership from the

State Board of Education and the State Board of Community Colleges is essential to expanding the cooperative programming efforts throughout the state;

NOW, THEREFORE, BE IT RESOLVED that the State Board of Education and the State Board of Community Colleges are committed to the goal of increasing cooperative programming to achieve the following objectives:

- to increase the high school graduation rate;
- to improve students' preparation for post-secondary education;
- to increase the college going rate of high school graduates;
- to improve the transition of high school graduates into community college programs without the loss of credit;
- to improve the preparation of students for the demanding technical labor market; and
- to improve the effectiveness and efficiency of our cooperative programming efforts to the benefit of our students and the state.

State Departments' Responses

Both the Departments of Public Instruction and Community Colleges in compliance with the above resolution have assigned board members and staff members to an on-going, joint, liaison committee on articulation. This committee has been charged with the responsibility of reviewing all legislation and rules and regulations which affect cooperative programming and developing recommendations for revisions to them in a concerted effort to enhance local cooperative programs. This committee will continue to monitor the programs across the state to assist in the improvement of existing programs and the creation and implementation of additional programs.

Local Responses

In recognition of the needs as stated above and of others, many local educational agencies and community colleges in the state have developed and are implementing articulated programs. Examples of program concepts that have been instituted are included in the appendices to this manual.

SECTION II. ARTICULATED PROGRAM CONCEPTS

College Advancement Programs

By offering advanced, college level courses as authorized under the Huskins Bill, community colleges can serve qualified students who have progressed beyond the normal high school academic curriculum. This model primarily serves academically oriented students who are interested in attending college after high school graduation. The courses offered need not be sequenced toward some specific preparation, as in the tech-prep model, but may simply reflect the interests of the students. However, the courses must be of college rigor and for college credits. Examples of courses which could be offered under this model include but are not limited to:

Accounting,
Analytical Geometry,
College Algebra,
College Chemistry,
College English,
College History,
Computer Programming,
Introduction to Calculus,
Introductory Statistics, and
Trigonometry.

College advancement programs are voluntary and enable students to take courses at a community college while enrolled in high school. The objectives of the college advancement programs are:

(1) to provide a program for the benefit of selected high school students by providing college level educational opportunities not otherwise available;

(2) to enhance the motivation and achievement of students who participate in the program;

(3) to improve the equalization of opportunities among high schools throughout the state by offering advanced and special courses which are both college level and for college credit; and

(4) to promote earlier completion of post-secondary education for selected students who earn college credits while in high school.

Advanced Vocational Studies and Tech-Prep Programs

The advanced vocational studies and Tech-Prep programs are designed to help students make a smooth transition from one level of instruction to another without experiencing delays or loss of credit.

Advanced vocational studies eliminate unnecessary redundancy in educational experiences. They grant some type of advanced placement to high school students entering a post-secondary program. As a result, students complete an occupational specialty or associate degree program more quickly than a normal post-secondary program would allow.

The Tech-Prep model of cooperative programming consists of two to four years of a core preparatory curriculum in high school which is linked to a

cluster of technical programs at the community college level. Students who participate gain a broad understanding of a technical field and the labor market associated with it while they pursue foundation studies which are necessary for later success in technical major courses. Students may be general academic or vocational in orientation, depending on the cluster.

Regardless of the model, all students need a rigorous course of study including English, social studies, math, science and vocational education. Some examples that can be used in developing these models are:

- Engineering Technology sequence which includes:
  Agriculture Engineering Technology,
  Algebra I and II,
  Chemistry,
  Geometry,
  Industrial Maintenance I and II,
  Physics, and
  Technical Drafting I.

- Mechanical Trades sequence which includes:
  Algebra I,
  Geometry,
  Industrial Maintenance I,
  Mechanical Systems Technology,
  Principles of Technology, and
  Technical Drafting.

- Electrical Trades sequence which includes:
  Algebra I and II,
  Carpentry I,
  Electrical Trades I and II, and
  Principles of Technology.

- Health Technology which includes:
  Advanced Physiology,
  Biology, and
  Health Occupations I and II.

- Business and Marketing Technology sequence which includes:
  Administrative Support Occupations I and II,
  Computerized Accounting,
  Computer Applications,
  Marketing and Merchandising, and
  Small Business/Entrepreneurship.

Advanced Vocational Studies

Based on joint curriculum development and assessment, this model recognizes competencies gained at the high school level with joint credit (or advanced placement) in the appropriate vocational program at the community college. In addition, courses may be provided by the college for students who have progressed beyond the high school's vocational offerings. This model provides increased efficiency for both the student and the educational system by coordinating the content of related vocational programs and reducing the time spent in training by eliminating unnecessary duplication.

Advanced Vocational Studies can consist of some high school programs and some college courses for which both high school and college credit are granted as outlined in the local articulation agreements. Also, the articulation agreements must include the level of student achievement that is required to receive college credit and what testing will be utilized to determine the level of student achievement. For example, under this model high school programs can be included which have courses in high school

- Agricultural Education
  - Ag Production and Management,
  - Ag Engineering Technology,
  - Horticulture, and
  - Natural Resources Management.

- Business and Office Education
  - Administration Support Occupations,
  - Advanced Typewriting/Word Processing,
  - Business Data Processing,
  - Business Management,
  - Computer Applications, and
  - Computerized Accounting.

- Health Occupations Education
  - Health Occupations Education.

- Home Economics Education
  - Commercial Foods,
  - Child Care Services, and
  - Custom Fashions and Interiors.

- Marketing Education
  - Advertising Design and Sales Promotion,
  - Business Management,
  - Fashion Merchandising and Management,
  - Hotel/Motel Management,
  - Marketing and Merchandising, and
  - Tourism Marketing.

- Technology Education
  - Communication Systems,
  - Construction Systems,
  - Manufacturing Systems, and
  - Transportation Systems.

- Trade and Industrial Education
  - Auto Body Repair,
  - Automotive Technology,
  - Carpentry,
  - Cosmetology,
  - Electrical Trades,
  - Electronics,
  - Furniture/Cabinetmaking,
  - Graphics and Industrial Communications,
  - Industrial Maintenance,
  - Masonry,
  - Mechanical Systems Technology,
  - Metals Manufacturing Technology,
  - Technical Drafting,
  - Textiles, and
  - Welding.

SECTION III. PURPOSES OF AND POLICIES AFFECTING COOPERATIVE PROGRAMS

Under the broad umbrella of articulation, there are a number of avenues through which cooperative programs can and are being conducted. The state laws, the policies of the State Boards of Public Instruction and Community Colleges and the regulations of the two departments which affect the initiation and implementation of cooperative programs are discussed below.

PURPOSES OF COOPERATIVE PROGRAMS

A. Huskins Bill Programs

In part, the aforementioned Huskins Bill states:

> Section 1. G.S. 115D-20(4) is amended by adding a new sentence, at the end, to read:
> '. . . local administrative boards and local school boards may establish cooperative programs in the areas they serve to provide for college courses to be offered to qualified high school students with college credits to be awarded to those high school students on successful completion of the courses.'
> Section 2. Any local cooperative program developed under this act is subject to approval by the State Board of Community Colleges.

During 1988, the State Boards of Education and Community Colleges each adopted an official statement of purpose for cooperative programs:

> The purpose of Huskins Bill cooperative programs is to make available for the enrichment of high school students, college level academic, technical and advanced vocational courses not otherwise available to them.

As can be clearly seen, the purpose of the Huskins Bill is to promote additional cooperative efforts between the secondary and post-secondary educational systems. Therefore, in no way should this Bill be considered as authorization to shift responsibility for courses within the accepted mission of public high schools to community colleges. Viewed in this way, the Huskins Bill creates a powerful tool for improved articulation and increasing students' college participation rates without blurring or diminishing the distinctive roles of high schools and community colleges.

B. Dual/Concurrent Enrollment

For many years, small numbers of high school students have participated in community college courses through "dual" or "concurrent" enrollment. In essence, such enrollments are used as vehicles for the enrollment of advanced high school students in college level courses while still in high school and, as such, are not "programs" as the term is usually interpreted.

In effect, dual enrollment provides for "mainstreaming" advanced high school students into existing community college courses and should be used by local school and college officials to provide for any cooperative programming which does not require establishing a separate course section for high school students.

POLICIES GOVERNING ARTICULATED PROGRAMS

A. Huskins Bill Programs

1. LOCAL AGREEMENT REQUIREMENT

Prior to the implementation of local Huskins Bill programs, an agreement of understanding must be executed (a copy of the required form is included in Appendix ??.) between the local Board of Education and the local Board of Trustees of the community college containing:

- a statement of purpose(s) of the program;
- a rationale of the program;
- a program plan which includes
  - course number(s),
  - number of classes by course number(s),
  - course title by course number,
  - the credit for each course by course number,
  - the projected number of students by grade level;
- a history of cooperative programs during the past year which were offered under cooperative agreements; and
- certifications by the chairpersons of the local Board of Education and College Board of Trustees that the program was developed in accordance with the objectives and criteria for Cooperative Programs approved by the State Board of Community Colleges.

The Local Agreement of Understanding must be approved by the State Board of Community Colleges prior to implementation.

The Local Agreement(s) of Understanding must be updated whenever programs are revised.

The Local Agreement of Understanding should contain only those courses which are to be offered during the coming year and are to contain no inactive courses.

2. STUDENT ELIGIBILITY

The Huskins Bill authorizes cooperative programs for "qualified high school students," but offers no definition of what "qualified" might mean. This is as it should be, since this is essentially an educational decision and is best made by those familiar with the student's capabilities and the demands of the program. However, at a minimum, students must be:

(1) juniors or seniors in high school; or

(2) at least 16 years of age.

It is imperative that local school and college officials take steps to assure that every student enrolled in a cooperative program is "qualified," i.e.:

(1) is amply prepared for the demands of a collegiate level course; and

(2) can benefit from the enrichment opportunity.

A competency-based approach is especially recommended for cooperative programs and colleges should make competency expectations for each course clear both to the local school officials and each participating student.

In the past, State Board of Education policy (NCAC 6D.010s(b)(4)) restricted public school participation in cooperative and dual enrollment programs to 5% of the high school's enrollment. This limitation made it impossible for many of the smaller high schools in the state to participate, although cooperative programming could prove most beneficial in these communities. In recognition of this fact, this policy has been rescinded.

3. COURSE ELIGIBILITY

To be eligible under the Huskins Bill, cooperative program courses must meet all of the following criteria:

(1) They must be college level, college credit courses for the enrichment of qualified high school students.

In a Huskins Bill cooperative program, a college class may be composed solely of high school students.

(2) Eligible courses will be regularly authorized curriculum courses in college transfer, technical and vocational programs which are beyond the scope of high school offerings.

Authorization will be extended to most of the academic, vocational and technical courses which a local community college is authorized to offer in their regular programs. However, most of the courses will be introductory in nature. In addition, certain types of courses (e.g., physical education, typing, etc.) are clearly not within the intent of the program and, therefore, are not eligible under the Huskins Bill.

(3) **Courses must be of the same length and rigor of those offered to regular adult students.**

Since the level of instruction necessarily reflects the level of preparedness of the students in the class, assuring that the rigor of the course is at the collegiate level is the joint responsibility of the local community college and public school.

(4) **Student registrations are to be reported to the Department of Community Colleges using the regular student registration process.**

Students enrolled in technical courses should be reported using the T-302 code; those in college transfer programs with the C-302 code; and those in vocational courses using the V-302 code.

(5) **Courses may not duplicate or supplant any existing courses in the local educational agency except by special approval of the exceptions committee.** (The establishment of such a committee, its role, and the procedures for appealing to it are discussed below.)

(6) **When a course is terminated by a public school, it will not be eligible for offering under the Huskins Bill in that local unit for a period of two years.**

(7) **College credit will be awarded upon the successful completion of the course(s).**

(8) **High school credit may be awarded upon successful completion and will be based upon credit hour equivalencies, i.e., 1 unit for 9 quarter hours credit or 6 semester hours credit.**

(9) **No courses which are specifically required for high school graduation are eligible to be offered under the Huskins Bill.**

Example: Biology I is not eligible because it is designated as a graduation requirement. However, College Biology may be eligible and counted toward a required undesignated unit of science.

4. EXCEPTIONS PROCEDURE

On occasion, local high schools and community colleges will be faced with unusual circumstances which, when taken into account, will justify a Huskins Bill program in spite of the fact that the program cannot meet one or more of the above-stated requirements. In recognition of this fact, the departments have established an exceptions committee to which a rejection of an application for a cooperative program can be appealed. (The membership of the committee is included in the appendices.)

To do this, a letter of justification should be sent to the Vice President for Program Services, N. C. Department of Community Colleges.

Example: A local educational agency (LEA) has responsibility for a large geographic area in which more than one high school is located and these schools are physically located miles apart. One school does not offer a course that is offered by the other. The local community college is within a reasonable distance to the one which does not offer the program. The Cooperative Program application was not approved by the Department of Community Colleges due to the fact that the course is offered in the LEA. The interested parties can appeal this decision on the basis that the program is not duplicative.

5. LOCAL PLANNING

Local high schools and colleges are strongly encouraged to develop during each winter an overall, local annual plan for cooperative programs. The local agreement for each program which results from this planning should be executed and submitted to the Department of Community Colleges early enough to allow for approval to be forthcoming by February of each year for implementation during the upcoming year. While there is no requirement that they do so, plans for many of the current programs include some of the following elements and could be considered in local planning:

(1) a needs assessment;

(2) the total number of students is planned to be enrolled in all cooperative programs;

(3) a listing of all cooperative programs that are planned for the year;

(4) a plan for a detailed evaluation of the program(s);

(5) a comparison of course competencies at both the high school and community college levels;

(6) the active participation of instructional personnel in both the high school and community college levels;

(7) the involvement of representatives of business and industry in program development;

(8) an agreement regarding holidays, breaks, teacher work days, etc.;

(9) a memorandum of understanding between both educational systems which is shared with the appropriate parents; and

(10) an agreement outlining the liability of each system as it relates to damage to equipment and/or facilities used in cooperative programs.

Dual/Concurrent Enrollment Programs

1. **COURSE ELIGIBILITY**

To be eligible under the dual/concurrent enrollment concept,

(1) courses must be exclusively curriculum courses;

(2) college credits must be awarded upon a student's successful completion of the course; and

(3) courses must meet all other policy requirements affecting curriculum courses.

2. **STUDENT ELIGIBILITY**

The State Board of Community Colleges' policy regarding dual enrollment as cited in NCAC 2C.0301 permits high school students to enroll in a community college course under the following conditions:

(1) the student must be at least 16 years of age; and

(2) must be recommended by the chief administrative public school officer and approved by the president of the community college; and

(3) the principal must certify that the student is taking at least three (3) high school courses and is making appropriate progress toward graduation; or (in the case of courses offered in the summer) must certify that such student took at least three (3) high school courses during the preceding year and made appropriate progress toward graduation.

3. **GENERAL POLICIES**

(1) The enrollment of high school students cannot displace adult college students.

(2) The dual enrollment of students during the summer is permitted.

(3) Student registrations are to be reported to the Department of Community Colleges using the regular student registration process.

Students enrolled in general education courses should be reported using the G-303 code; those in technical courses with the T-303 code; those in college transfer programs with the C-303 code; and those in vocational courses using the V-303 code.

C. Policies Governing Payment of Student Costs in Dual Enrollment and Huskins Bill Programs.

Section 88 of Senate Bill 44 which was ratified by the 1989 General Assembly states,

> **Sec. 88. High school students enrolled in a community college in accordance with G.S. 115D-20(4) and G.S. 115D-5 shall be exempt from tuition for community colleges courses taken in accordance with these two sections.**

Therefore, high school students taking curriculum courses under a cooperative program agreement (Huskins Bill) or through the dual enrollment provision shall be exempt from applicable tuition (in-state or out-of-state). If a high school student does not take a curriculum course through a cooperative program agreement or does not meet the requirements of the dual enrollment provisions, he/she is not eligible to receive a tuition exemption.

In order to provide the Basic Education Program in situations that necessitate an alternative delivery system, local boards of education may pay for the cost of textbooks and fees (not tuition) for high school students enrolled in community colleges, provided the courses in which students are enrolled meet dual enrollment provisions. Through a special provision in the 1989 state appropriations act, local administrative units may request the conversion of program enhancement position(s) to dollars to provide for payment of these costs. In future years, the provisions in the Accountability and School Improvement Act (Senate Bill 2) may open additional avenues for payment of costs associated with high school students enrolled in community college courses.

D. POLICIES RELATED TO THE BASIC EDUCATION PROGRAM (BEP)

Since the enactment of the Huskins Bill, the State Board of Education has embarked on an ambitious program of reform called the Basic Education Program (BEP) which places a variety of significant requirements on the public school instructional program. Two of these have important implications for cooperative programming:

- All students in the public schools must be engaged in at least 5 and 1/2 hours of instruction per day.
- Every local school is mandated to provide a complete instructional program as specified in the BEP.

In addition, the mandated curriculum in the BEP is by definition a high school program.

Therefore, the policies affecting relationships between cooperative programming and the BEP program are:

(1) Instruction delivered in a cooperative program is to be counted toward the 5 and 1/2 hour instructional day with the exception of the time spent in travel and other non-instructional activities;

(2) Courses required under the BEP are not eligible for cooperative programming under the Huskins Bill; and

(3) Dual enrollment may be utilized under the BEP when a course cannot be made available in the high school due to unusual circumstances such as (1) a small number of students requesting the course or (2) the inability of the school system to provide certified staff.

SECTION IV - PROGRAM ADMINISTRATION

The State Boards of Education and Community Colleges and each of their administrative entities have attempted to keep the administration of cooperative programs as simple as possible while maintaining the integrity of the programs and satisfying the intent and requirements of all legislation pertaining to them. However, there are minimal requirements that must be met by both the local administrative units and the state ones.

A. Annual Program Planning Process

While not required by either the State Board of Community Colleges or the State Board of Education, an annual plan for the implementation of cooperative programs should be developed by the local educational agencies. For a discussion of the elements that should be included in such a plan, see Section II of this manual.

B. Program Approval Process

To simplify and expedite the approval process for cooperative programs, the State Board of Community Colleges has delegated the responsibility for approval to the departmental administration.

Prior to the implementation of a local cooperative program, an agreement of understanding between the local County Board of Education and the local Community College Board of Trustees must be submitted for approval to the Department of Community Colleges. Each agreement, which must be certified by both chairpersons of the local boards that the program was developed in accordance with the objectives and criteria for Cooperative Programs as established by the State Board of Community Colleges, must include a:

(1) statement of the purpose of the proposed program;
(2) rationale for the program;
(3) program plan which includes the
  - course number of the course to be offered;
  - number of classes to be offered by the course number;
  - course title by the course number; and
  - projected number of students by their grade level; and
(4) history of the cooperative programs which have been offered in the area under previous agreements.

A copy of the form which contains all of the above-listed items and which is to be submitted to the Department is included in the Appendices of this manual.

All applications for approval of local agreements for cooperative programs must be received no later than June 1 of each year preceding the beginning of the fall term of the year in which the program is to be implemented. However, it is strongly recommended that all applications

for approval be submitted by March 1 to assure adequate time for local implementation. Applications should be submitted to

Vice President
Program Services Division
Department of Community Colleges
200 West Jones Street
Raleigh, North Carolina 27603-1337

C. Reporting Requirements

Quarterly reports by each college participating in cooperative programs are to be submitted to the Department of Community Colleges which will share them with the Department of Public Instruction and with both state boards. These reports will be due at the same time as the regular Institutional Class reports.

Reports on Huskins Bill Programs will include:

(1) an identification of the program(s);
(2) the number(s) of the course(s) being offered by program(s);
(3) the number(s) of classes being offered by course number(s);
(4) the course title(s) by course number(s); and
(5) the number of students enrolled by course number(s).

Reports on Dual/Concurrent Enrollment will include:

(1) a listing of all courses by course number(s) in which high school students are enrolled; and
(2) the number of students enrolled in each course by course number(s).

D. Exceptions Process

While the program criteria will generally govern the approval of cooperative programs, provision has been made for an exceptions process for unusual cases.

A committee composed of staff members from the two state departments will consider appeals or denials of cooperative program plans which local areas consider to be exceptional, i.e., those cases in which local circumstances seem to warrant a waiver of stated policy.

E. Procedures for Payment of Student Costs

In situations in which high school students are enrolled in community college courses through mutual agreements between local school systems and community colleges, procedures for payment of student costs, other than tuition, shall be jointly established in accordance with acceptable accounting practices.

SECTION V. QUESTIONS AND ANSWERS REGARDING COOPERATIVE PROGRAMS

1. **Question:** What is the purpose of the Huskins Bill (Cooperative Program Agreements)?

   Answer: *The Huskins Bill is designed to give high school students an opportunity to take college level courses.*

2. **Question:** How are Cooperative Program Agreements different from "dual or concurrent enrollment"?

   Answer: *Cooperative programs serve groups or classes of students whereas concurrent enrollment serves one or two students.*

3. **Question:** Who is eligible for Cooperative Program Agreements?

   Answer: *Any student that is at least 16 years old or in the 11th or 12th grade.*

4. **Question:** What courses may be offered?

   Answer: *College level courses that are part of an existing curriculum.*

5. **Question:** Who should initiate a Cooperative Program Agreement?

   Answer: *Cooperative programs may be initiated by either the school superintendent (or representatives of the school district) or college president (or representative of the community college).*

6. **Question:** When do agreements have to be approved?

   Answer: *Agreements are to be approved on an annual or semiannual basis. (See schedule for submission). Further, agreements are to be approved by the State Board of Community Colleges.*

7. **Question:** Can Cooperative Program Agreements be amended?

   Answer: *Yes, cooperative agreements may be amended. However, DCC approval is necessary for all amendments.*

8. **Question:** If a course is approved for this year, will it need to be approved again for next year?

   Answer: *No.*

9. **Question:** Will the time spent in a cooperative program (Huskins Bill) course count toward the minimum instructional day (5 1/2 hours) required in the Basic Education Plan?

   Answer: *Yes, although only the actual time of instruction can count toward the minimum instructional day.*

10. **Question:** If the high school is offering an AP course such as English or calculus, can the college offer the equivalent to this course under Huskins Bill?

    Answer: *No, the cooperative program is designed not to duplicate or supplant programs at the local high school.*

11. **Question:** Our college gives credit for regular students in typing and shorthand courses. Can these be offered as cooperative programs?

    Answer: *No. Since these courses are normally offered in every high school and are not a standard component of curriculum programs, they cannot be offered in cooperative programs.*

12. **Question:** One high school in our system offers certain courses that are not offered at another high school. Can these courses be offered at the high school where they are not available under a cooperative program?

    Answer: *Generally, the answer is no. However, there may be extenuating circumstances and if this is true, a special request should be made to the Application Review Committee. See section on Application Process.*

13. **Question:** Can a cooperative program course be offered on the high school campus?

    Answer: *Yes. This can take place as part of the cooperative program agreement.*

14. **Question:** Can a cooperative program course be taught by a public school teacher?

Answer: *Generally, no. However, an individual high school teacher can contract with a local community college to teach cooperative program courses provided that such instruction is in addition to the regular high school teaching duties.*

15. **Question:** If a high school drops a course, can it be picked up and offered under a Cooperative Program Agreement?

Answer: *A course which has been dropped by a high school is not eligible as a cooperative program for a period of two years. (See section on Application Process.)*

16. **Question:** What justification is necessary for approval of exceptions to the criteria for approval?

Answer: *A justification by the superintendent and college president must be submitted to the Exceptions Committee. Normally a one- or two-page letter of justification is all that is required. If it is determined that there might be exceptions during the planning period, state staff should be notified and assistance requested.*

17. **Question:** Who makes up the cooperative program "committee"?

Answer: *The cooperative program committee will be composed of four Department of Public Instruction and four Department of Community Colleges representatives.*

SECTION VI. APPENDICES

A. Definitions

Definitions of certain terms and phrases that are important in the articulation of educational programs are included below.

Advanced Vocational Studies: a cooperative programming model which recognizes competencies gained at the high school level with joint credit (or advanced placement) in the appropriate vocational program at the community college and which is based on joint curriculum development and assessment.

Agreement of Understanding: a formal accord between a local Board of Education and a Board of Trustees of a local community college which contains specific details of (a) planned cooperative program(s) proposed to be offered.

Articulation: the action or manner of interrelating as in the provision of educational courses or programs by local high schools and community colleges.

Average Daily Attendance: a factor in the formula through which most state resources are allotted to local elementary and secondary schools based upon actual membership in each local administrative unit.

Basic Education Program (BEP): an educational reform program instituted by the State Board of Education which assures that every public school student in North Carolina will have access to a fundamentally complete educational program regardless of where that child lives.

College Advancement Program: a cooperative programming model which offers advanced, college level courses to qualified high school students who have progressed beyond the normal high school academic curriculum.

Community College: a member institution of the North Carolina Community College system which is responsible for the delivery of postsecondary education and vocational training in specified geographic areas of the state.

Cooperative Program: a formal educational endeavor jointly operated by a local secondary educational agency and a local community college which is established and controlled by an agreement of understanding entered into by the agencies and approved by the North Carolina Department of Community Colleges. Such programs enable students to voluntarily take and receive credit for courses at a community college while still enrolled in high school.

Credit Hour Equivalency: the value of one unit of instruction which equals nine quarter hours or six semester hours of credit.

Dual/Concurrent Enrollment: a vehicle for the enrollment of advanced high school students in college level courses while still attending high school.

Duplication: the offering of a course of instruction under a cooperative program model in both a local high school and a local community college which have identical or very similar curricula.

Full Time Equivalency (FTE): a formula by which the state's resources are assigned to support local community colleges based upon the number of hours of classes attended by each student. (Example: 16 hours of class attendance X 11 weeks of classes = 1 Quarterly FTE.)

Huskins Bill: an amendment to North Carolina General Statute 115D-20(4) enacted in 1983 which provides a vehicle for the articulation of educational programs between local high schools and local community colleges.

Instructional Day: a requirement of the BEP which states that all public school students in grades 1 through 12 must be involved in educational activities for a period of at least 5 and 1/2 hours during each day or 27.5 hours during each school week of each school term unless the local board of education exempts individual students for specific reasons.

Local Educational Agency: a local governance body which is responsible for the provision of elementary and secondary education in a specified geographic area of North Carolina.

Qualified High School Student: a student who is eligible for enrollment in a cooperative program as determined by the high school principal and community college president provided that the student is at least a junior or senior in high school, 16 years of age and who is amply prepared for the demands of a collegiate level course and can benefit from the educational opportunity.

Student Costs: the expenses that are incurred by high school students who are enrolled in cooperative programs in community colleges which are over and above those normally incurred in high school such as tuition, costs of books, laboratory fees, cost of transportation to and from college, etc.

Supplant: the replacement of an existing course (or one that has been offered in a local high school within two calendar years) by a cooperative program.

Tech. Prep. Program: a cooperative programming model which consist of two to four years of a core preparatory curriculum in high school and is linked to a cluster of technical programs at a community college.

B. TEXT - G.S. 115D-20(4) - "HUSKINS BILL"

Section 1. G.S. 115D-20(4) is amended by adding a new sentence, at the end, to read:

'Provided, notwithstanding any law or administrative rule to the contrary, local administrative boards and local school boards may establish cooperative programs in the areas they serve to provide for college courses to be offered to qualified high school students with college credits to be awarded to those high school students on successful completion of the courses.'

Section 2. Any local cooperative program developed under this act is subject to approval by the State Board of Community Colleges.

C. NORTH CAROLINA ADMINISTRATIVE CODE - 2C.0305

EDUCATION SERVICES FOR MINORS

(a) The state board shall encourage individuals to complete high school before seeking admission to an institution.

(b) A minor, 16 years old or older, may be considered a student with special needs and may be admitted to an appropriate program at an institution if the local public or private educational agency determines that admission to the program is the best educational option for the student and the admission of such student to the program is approved by the institution. This requirement may be waived if the student has been out of school at least six months and his application is supported by a notarized petition of his parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the student's residence, date of birth, date of leaving school, and the petitioner's legal relationship to the student.

(c) A high school student, 16 years old or older, based upon policies approved by the local public or private board of education and board of trustees, may be admitted to appropriate courses concurrently under the following conditions:

(1) Upon recommendation of the chief administrative school officer and the approval of the president of the institution;

(2) Upon approval of the student's program by the principal of the school and the president of the institution; and

(3) Upon certification by the principal that the student is taking at least three high school courses and is making appropriate progress toward graduation.

(d) High school students, taking courses pursuant to paragraphs (b) and (c) of this rule, shall not displace adults but may be admitted any quarter on a space available basis to any curriculum or continuing education course. Once admitted, they shall be treated the same as all other students.

(e) Unless specifically authorized by state law, institutions shall not start classes, offer summer school courses, or other regular high school courses for high school students.

(f) An institution may make available to persons of any age non-credit, non-remedial, enrichment courses during the summer quarter. These courses shall be self-supporting; and shall not earn credit toward a diploma, certificate, or degree at the institution or high school.

(g) At the request of the Director of a training school having custody of juveniles committed to the Division of Youth Services, Department of Human Resources, an institution may make available to such juveniles any course offered by that institution if they meet the course admission requirements. The Director's request shall include his approval for each juvenile to enroll in the course. Courses made available to such juveniles shall follow the approval process for immured groups as set forth in rule 2E.0403.

History Note: Statutory Authority G.S. 115D-1; 115D-5; 115D-20;
Eff. January 1, 1987.

D. Senate Bill 44 - Section 88 - Tuition Exemption

Sec. 88. High school students enrolled in a community college in accordance with G.S. 115D-20(4) and G.S. 115D-5 shall be exempt from tuition for community colleges courses taken in accordance with these two sections.

E. Membership - Exceptions Committee

Representing the Department of Public Instruction:
116 West Edenton Street
Raleigh, North Carolina 27603-1712
Telephone: (919) 733-3512

Director, Division of Curriculum and Instruction

Director, Vocational Education Services

Representing the Department of Community Colleges:
200 West Jones Street
Raleigh, North Carolina 27603-1337
Telephone: (919) 733-7051

Associate Vice President for Instruction

Director, General Studies

F. FORM - LOCAL COOPERATIVE AGREEMENT AND REQUEST FOR APPROVAL

The form to be used in establishing a local cooperative program agreement between local educational agencies and community colleges is included on the following two pages. Prior to the implementation of a cooperative program, an original and three copies of this form are to be submitted for approval to:

Vice President, Program Services
North Carolina Department of Community Colleges
200 West Jones Street
Raleigh, North Carolina 27603-1337

COOPERATIVE PROGRAM AGREEMENT

This Agreement between the Board of Trustees of _____ (Community College) and the Board of Education of _____ (Administrative Unit) is to establish a cooperative program in accordance with N. C. General Statue 115D-20(4).

1. Purpose of Program: _____

_____

_____

_____

2. Rationale of Program: _____

_____

_____

_____

3. Cooperative Program Plan:

   A. The courses offered under this agreement are limited to those which are a part of the curriculum that this institution is authorized to offer. Regular high school courses cannot be offered under this program.

   B. Courses: (Include only those courses to be offered during the coming year.)

Course Number	Number of Classes	Course Title	Credit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

   C. Students:

Grade Level	Projected Number of Students
_____	_____
_____	_____

   D. Courses will be offered beginning _____ to _____

4. Have the courses listed above been offered in the high school during the past two years? _____ Yes _____ No

5. Have courses been offered in a cooperative agreement program during the previous year? _____ Yes _____ No
If yes, provide the following information:

A. Courses Offered:

Course Number	Number of Classes	Course Title	Credit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Students:

Grade Level	Exact Number of Students Served
_____	_____
_____	_____

C. Cooperative program objectives were met? _____ Yes _____ No

D. Please list strengths and limitations of offering regular curriculum courses solely for high school students. _____

_____

_____

E. Other Comments: _____

_____

_____

6. This is to certify that this Cooperative Program has been developed in accordance with the objectives and criteria for a Cooperative Program as approved by the State Board of Community Colleges.

This the _____ day of _____, 19 _____

_____ _____
Chairman, Board of Education (Local Education Agency) Chairman, Board of Trustees (Community College)

Approved by the Department of Community Colleges this _____ day of _____, 19 _____ .

_____
Vice President, Programs

Submit one original and three copies to:
Vice President, Program Services
Department of Community Colleges

DCC 1-17
Revised September, 1989

ERIC Clearinghouse for Junior Colleges